

**THE EFFECT OF USING IMAGINE, ELABORATE, PREDICT
AND CONFIRM (IEPC) STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION
AT THE SECOND YEAR OF STATE
JUNIOR HIGH SCHOOL 14
DUMAI**



By

FINA WARDANI

NIM. 10714000782

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

**THE EFFECT OF USING IMAGINE, ELABORATE, PREDICT
AND CONFIRM (IEPC) STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION
AT THE SECOND YEAR OF STATE
JUNIOR HIGH SCHOOL 14
DUMAI**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

FINA WARDANI

NIM. 10714000782

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

ABSTRAK

Fina Wardani (2012): “Pengaruh Penggunaan Strategi Imagine, Elaborate, Predict and Confirm (IEPC) dalam Meningkatkan Pemahaman Membaca Siswa pada Siswa Kelas Dua SMPN 14 Dumai.”

Judul dari penelitian ini adalah “ pengaruh penggunaan strategi Imagine, Elaborate, Predict dan Confirm (IEPC) dalam meningkatkan pemahaman membaca siswa pada kelas dua SMPN 14 Dumai”. Penelitian ini memiliki tiga rumusan masalah yaitu : bagaimana pemahaman membaca siswa yang diajarkan dengan menggunakan strategi IEPC, bagaimana pemahaman membaca siswa yang diajarkan dengan menggunakan strategi biasa, dan apakah ada perbedaan yang signifikan antara siswa yang diajarkan dengan menggunakan strategi IEPC dan siswa yang diajarkan dengan menggunakan strategi biasa dalam meningkatkan pemahaman membaca siswa.

Tujuan dari penelitian ini adalah hanya untuk menemukan effect dari penggunaan strategi Imagine, Elaborate, Predict, dan Confirm (IEPC) dalam meningkatkan pemahaman membaca siswa pada kelas dua SMPN 14 Dumai. Penelitian ini dilakukan di SMPN 14 Dumai. Dilaksanakan dari bulan Oktober hingga bulan November 2011. Subjek dari penelitian ini adalah siswa kelas dua SMPN 14 Dumai. Populasi dalam penelitian ini adalah 208 siswa.

Dalam penelitian ini, teknik pengumpulan data yang digunakan adalah tes. Tes diberikan untuk mengetahui pemahaman membaca siswa. Tes diberikan dua kali, sebelum dan sesudah tindakan. Hasil tes sebelum tindakan menunjukkan bahwa pemahaman membaca siswa pada kelas eksperimen dikategorikan “ cukup ” dengan rata-rata 56.62 dan pada kelas kontrol dikategorikan “ kurang” dengan rata-rata 53.25. Hasil tes setelah tindakan menunjukkan bahwa pemahaman membaca siswa pada kelas eksperimen mengalami kemajuan yakni “ baik ” dengan rata-rata 67.78 sedangkan pada kelas kontrol dikategorikan “ cukup “ dengan rata-rata 58.75.

Setelah data dianalisis dengan menggunakan uji-t melalui SPSS versi 16.0, diperoleh rata-rata hasil belajar siswa sesudah tindakan lebih tinggi dari rata-rata hasil belajar siswa sebelum tindakan, dimana t_o lebih tinggi dari *nilai tabel* t_t untuk taraf signifikan 5% dan 1% ($2.00 < 3.998 > 2.65$). hal ini berarti, H_a diterima dan H_o ditolak. Jadi, bisa disimpulkan bahwa ada perbedaan yang signifikan dalam penggunaan strategi Imagine, Elaborate, Predict dan Confirm (IEPC) untuk meningkatkan pemahaman membaca siswa pada kelas dua SMPN 14 Dumai.

ABSTRACT

Fina Wardani (2012): “The Effect of Using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy to Improve Students’ Reading Comprehension at the Second Year of State Junior High School 14 Dumai.”

The title of this research was “The Effect of Using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy to Improve Students’ Reading Comprehension at the Second Year of State Junior High School 14 Dumai”. The research consisted of three formulations of the problem: how students’ reading comprehension taught by using IEPC strategy was, how students’ reading comprehension taught by using conventional strategy was, and is there a significant difference between students taught by using IEPC strategy and students taught by using conventional strategy to improve their reading comprehension.

The objective of this research was only to find out the effect of using Imagine, Elaborate, Predict and Confirm (IEPC) strategy to improve students’ reading comprehension at the second year of SMPN 14 Dumai. The research was carried out at SMPN 14 Dumai. It was conducted from Oktober up to November 2011. The subject of the research was the second year students of SMPN 14 Dumai. The population of this research was 208 students.

The technique of data collection used in this research was test. The test was given to know the students’ reading comprehension. The test was given twice, before and after treatment. The result of test before treatment indicated that the students’ reading comprehension in experiment class was “enough” with mean 56.62 and control class was “less” with mean 53.25. the result of test after treatment indicated that the students’ reading comprehension of experiment class was “good” with mean 67.78 while at control class was “enough” with mean 58.75.

After the data were analyzed by t-test by using SPSS 16.0 version, it was obtained that the mean of the students’ score after treatment was higher than the mean of students’ score before treatment, where t_o was higher than t_{table} at the significant level of 5% and 1% ($2.00 < 3.998 > 2.65$). It means, H_a was accepted and H_o was rejected, so it could be decided that there was a significant difference of the using Imagine, Elaborate, Predict and Confirm (IEPC) strategy to improve students’ reading comprehension at the second year of SMPN 14 Dumai.

فيينا (2012) : " تأثير في استراتيجية التخييل، الوضع، التنبؤ، و التأكيد (IEPC)
ارتفاع فهم القراءة عند الطلاب سنة الثانية في المدرسة الثانوية الحكومية

الموضوع من هذا البحث يعني " تأثير في إستعمال استراتيجية تخييل، و التأكيد
IEPC للارتفاع فهم القراءة عند الطلاب سنة الثانية في المدرسة الثانوية الحكومية . هناك
: الأول كيف فهم الطلاب في القراءة الذي علموا بطريقة IEPC , كيف
فهم الطلاب في القراءة الذي علموا بطريقة التقليدية؟ و هل هناك فرق كبير بين الطلاب الذي علموا
ال طريقة IEPC و الطلاب الذي علموا بالإستعمال طريقة التقليدية في الارتفاع فهم قراءتهم.

الغرض في هذا البحث يعني لمعرفة عن التأثير في الإستعمال طريقة IEPC للارتفاع فهم
القراءة عند الطلاب سنة الثانية في المدرسة الثانوية الحكومية . هذا البحث يؤقد
الثانوية الحكومية دوماي من شهر أكتوبر إلى شهر نوفمبر . هذا يعني
سنة الثانية في المدرسة الثانوية الحكومية دوماي عدد الطلاب في هذا البحث .

. ان أسلوب جمع البيانات الإختبار. كان يستخدم الإختبار لمعرفة فهم
ثانية في المدرسة الثانوية الحكومية . أعطي الكاتب إختبار إلى الطلاب مرتين ,
. نتيجة فهم القراءة الطلاب في الفصل التجريبية قبل الإختبار نقول بتقدير " " بنتيجة
نقول بتقدير " ضعيف " بنتيجة . و نتيجة فهم القراءة
عند الطلاب في الفصل التجريبية بعد الإختبار نقول بتقدير " جيد " بنتيجة
الفصل المراقبة نقول بتقدير " " بنتيجة .

T-test، عرفت النتيجة t 13,77. و تلك النتيجة

t-table 5% 1% (2.65 > 3.998 > 2.00). إستنادا إلى تحليل البيانات ،
خلص الكاتب أن هناك فرق كبير في فهم القراءة عند
لإستعمال طريقة IEPC
للارتفاع فهم القراءة عند الطلاب سنة الثانية في المدرسة الثانوية الحكومية .

LIST OF CONTENT

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT	vi
LIST OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDIX	xiii

CHAPTER I INTRODUCTION

A. The Background	1
B. Definition of the Term.....	5
C. Problem	6
1. Identification of the problem.....	7
2. Limitation of the Problem	7
3. Formulation of the Problem.	8
D. The Significance and Objective of the Study.....	8
1. The Significance of the Research.....	8
2. The Objective of the Research	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework	10
1. The Nature of Reading	10
2. The Nature of reading Comprehension	11
3. Descriptive Text	13
4. The Factors that Students' Reading Comprehension	14
5. The Nature of IEPC Strategy	16
6. The Difference of IEPC Strategy from Common	

	Strategy	24
	B. Relevant Research	25
	C. The Operational Concept.....	26
	D. The Assumption and Hypothesis	28
	1. The Assumption	28
	2. The Hypothesis	28
CHAPTER III	RESEARCH METHODOLOGY	
	A. The Design of the Research	29
	B. The Time and Location of the Research.....	32
	C. The Subject and Object of the Research.....	32
	D. The Population and Sampling	32
	E. The Technique of Data Collection.....	34
	F. The Validity and Reliability.....	35
	G. The Technique of Data Analysis.....	43
CHAPTER IV	PRESENTATION AND ANALYSIS	
	A. The Data Presentation	45
	1. The Data Presentation of Students' Reading Comprehension.....	45
	B. The Data Analysis	53
	1. The Data Analysis of Student's Reading Comprehension	53
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion.....	63
	B. Suggestion	64
	1. Suggestion for Teacher	64
	2. Suggestion for Students	64
	BIBLIOGRAPHY	66
	APPENDIX	

LIST OF TABLE

Table II.1	The Blank Form of IEPC Strategy	20
Table III.1	Research Design.....	30
Table III.2	The Variable of the Research.....	30
Table III.3	Total of Population at the Second Year Students of SMPN 14 Dumai	33
Table III.4	Total of Sample at the Second Year Students of SMPN 14 Dumai.....	34
Table III.5	The Classification of Student's Score	35
Table III.6	The Students are Able to Finding Main Idea	37
Table III.7	The Students are Able to Identify the Language Feature.....	38
Table III.8	The Students are Able to Identify the Communicative Purpose	38
Table III.9	The Students are Able to Identify Various Meaning	39
Table III.10	The Students are Able to Identify the Generic Structure	40
Table III.11	The Data of Student's Tryout.....	41
Table IV.1	The Score of the Students' Reading Comprehension Taught by Using IEPC Strategy	46
Table IV.2	The Frequency Score of Pre Test and Post Test of Experimental Group	47
Table IV.3	The Mean and Standard Deviation of Pre Test and Post Test of Experimental Group	48
Table IV.4	The Score of the Students' Reading Comprehension Taught by Using Conventional Strategy	49

Table IV.5	The Frequency Score of Pre Test and Post Test of Control Group.....	50
Table IV.6	The Mean and Standard Deviation of Pre Test and Post Test of Control Group	50
Table IV.7	Recapitulation of Student's Score	52
Table IV.8	Students' Pre Test and Post Test Scores of Experimental Class.....	53
Table IV.9	Mean and Standard Deviation of Students' Pre-Experiment Class	54
Table IV.10	Mean and Standard Deviation of Students' Post-Experiment Class.....	55
Table IV.11	Students' Pre Test and Post Test Scores of Control Class	56
Table IV.12	Mean and Standard Deviation of Students' Pre-Control Class.....	57
Table IV.13	Mean and Standard Deviation of Students' Post-Control Class	58
Table IV.14	Mean and Media of Post-Test in Experimental Class and Control Class	58
Table IV.15	The Classification of Students' Score	59
Table IV.16	Students' Reading Comprehension Score	60
Table IV.17	Group Statistics	61
Table IV.18	Indepedent Samples Test.....	61

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English language is one of the important aspects in modern era. English language is not only a tool used for communication in daily activity, business, banking, tourism, trade but also it is included in one of the subjects at schools in Indonesia, from the lowest level to the highest one. English is one of the essential parts of education; we can call as English education. Actually, English can be used everywhere and everyone, like schools. This language is very needed in achieving the goal of education. It means, English is used by teacher in learning and teaching process. Besides that English is a relatively easy language to learn. Learning is one of the processes involving mental activities and the knowledge.

The purpose of learning English is to equalize our country to other modern countries in many aspects. Yet, to achieve all of them, there are four skills that should be mastered by students like: listening, speaking, reading and writing. Reading is one of the skills in English. Besides that, reading is also one of the activities in this world, because everywhere and every time, people need reading to get something or important information and get knowledge, for example: newspaper, magazine, books, etc.

Reading is an activity with a purpose.¹ Reading is also a way of getting the meaning or knowledge from the printed page such as textbook, newspaper, magazines, novels, etc. It means, each person needs reading to get something. Then, as we know that there are many sources of book which using English language, especially in science and technology, so to make us easy in reading, we must be able to comprehend content of the book.

Reading is an important aspect in learning English. By reading the students will get information. Reading English can develop critical thinking and enables students to expand their knowledge. Reading is also the main reason why students learn English, but many students do not enjoy their reading task because they feel bored with the text and the teaching strategy in the classroom.

SMPN 14 Dumai uses School based Curriculum (KTSP) as a guidance in arranging lesson plan, including reading skill. SMP N 14 Dumai is one of the Junior High Schools where English should be studies as an obligatory subject. For Reading subject, it is taught twice one week, and the duration is about 2x40 minutes in one meeting. Based on the syllabus of English teaching for the second year of Junior High School 14 Dumai, the students learn some kinds of texts in English such as descriptive, and recount. Based on KKM or minimal achievement standard at Junior High School 14 Dumai, the students' score in English is 60. Therefore, this research is considered to be successful if the mean score of post-test as well as the result of observation is 60.

¹ Kalayo Hasibuan and M Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114

The basic competence in reading for the second year in this school is that the students are able to understand and respond the meaning of short functional text accurately and fluently, the students are able to understand and respond the meaning and the rhetorical step of the monolog/essay in the form of descriptive and recount text accurately and fluently. With indicators are as follows: identifying the meaning of descriptive or recount, identifying vocabulary and language features.² The aim of teaching reading is to make students expected to read effectively and efficient. It means that they really understand about the content. In fact, the students do not reach the indicator above yet.

The success of teaching reading for SMPN 14 Dumai is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. Related to the teachers's side, the teachers have already applied some strategy in developing students' reading comprehension but students still have difficulties when they are learning reading and also the students' reading comprehension at the school no satisfied from expectation of curriculum. Besides that, some of students at the school have low motivation in reading text/material given by teacher at the school. It causes the objective of teaching reading unsuccessfully achieved.

Based on the researcher's preliminary study, she found that some students at the second year of SMP N 14 Dumai still have difficulties in learning English especially in reading skill. It can be seen in some symptoms as follow:

² Syllabus SMPN 14 Dumai

1. Some of the students do not know the real meaning based on the context of the English text.
2. Some of the students are not able to find main idea of the descriptive text.
3. Some of the students are not able to identify the communicative purpose in the descriptive text.
4. Some of the students are not able to identify the generic structure in the descriptive text.
5. Some of students are not able to identify the language features in the descriptive text.

The problems above can occur because of the difficulties in comprehending reading text and they can also be caused by other factors from the students themselves. To provide a solution to these problems, the writer proposed the suitable strategy to improve students' reading comprehension, called by Imagine, Elaborate, Predict and Confirm (IEPC) strategy. According to Wood IEPC uses to help students become active participants by using what they already know to understand new information. Beside that IEPC strategy have proceed with an explanation of the procedures for classroom implementing along with sample lessons from various subject areas in the middle school.³ Writer hopes, this strategy can help students increase their comprehension in reading. This strategy is one of the ways to make the learning and teaching process successful, especially for students' reading comprehension.

³ Karen D. Wood, Aiding Comprehension With the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. *Middle School Journal*, Vol. 33, no. 3, January 2002, p.47

Based on the explanation, the writer is interested in conducting a research entitled: **The Effect of Using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy to Improve Students' Reading Comprehension at the Second Year of State Junior High School 14 Dumai.**

B. Definition of the Term

To avoid misunderstanding and mis interpretation about some terms used in this research, the writer defines them as follow:

1. Effect is a change that something or somebody causes in something or somebody else, or result.⁴ In addition Richard states that effect is measure of the strength of one variable's effect on another or the relationship between two or more variable.⁵ In this research, effect is defined as the result of teaching reading treated by IEPC strategy.
2. Use/ usage, in this sense, usage is closely related to performance, and can be studied by the analysis of specimen of authentic language and by experiment of various kind.⁶ In this research, the use/ usage mean having the experiment of Imagine, Elaborate, Predict, and Confirm (IEPC) to bring the intended result for teaching and learning process.
3. Imagine is forming a picture in the mind or think of something as probable.⁷ In this study, imagine is defined that the students explore the pictures in their heads about the topic.

⁴ Hornby, A S, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*. (New York: Oxford University Press, 2005), p. 138

⁵ Jack C. Richard, et alc. *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: longman group, 1992), p. 175

⁶ *Ibid.*, p. 394

⁷ Hornby, A S. *Op. Cit.*, p. 423

4. Elaborate is working out with much care and in great detail; carefully prepared and finished.⁸ In this study, elaborate is defined as the students use their visual images and add details, anecdotes, prior experiences and sensory information.
5. Predict/ prediction is guessing what the writer will say after looking at the titles, headings, and illustrations. Predicting helps you understand the reading more easily.⁹
6. Confirm is making (power ownership, opinions, right, feeling, etc) firmer or stronger.¹⁰ In this study, confirm means after the students reading the topic or text then return to their prediction and modify it with newly learned information.
7. Strategy is a plan designed for a particular purpose. In this research it deals with teacher's plan in teaching reading comprehension.¹¹

C. The Problem

To comprehend a reading text becomes a big problem for most students. They face difficulties to interpret and understand the author's idea. This condition is caused by some reasons; first, they have limited vocabularies that cause the students difficult in understanding the reading text. Second, the students have lack of motivation to read. The teaching strategy also becomes the main reason which causes that reading text is hard to be understood.

⁸ *Ibid.*, p. 278

⁹ Jo McENTIRE, *Read A Head 2 : Reading and Life Skills Development*, (New York: Longman, 2004), p. 36

¹⁰ Hornby, AS. *Op. Cit.*, p. 178

¹¹ *Ibid.*, p. 1179

1. Identification of the Problem

Based on the background and the problems explained above, it is clear that most of the students of the second year in Junior High School get difficulties in English course especially in reading. To make it clearer, the problems in this research will be identified as follows:

- a. Why do not some of the students know the real meaning based on the context of the English text?
- b. What factors make the students disable to find the main idea in the descriptive text?
- c. What factors make some of the students unable to identify the communicative purpose in the descriptive text?
- d. What makes some of the students unable to identify the generic structure in the descriptive text?
- e. What factors make some of the students unable to identify the language features in the descriptive text?

2. Limitation of the Problem

Since the problem is broad enough, it is better for the writer to restrict the problem in order to pay more attention to the specific problems. In this research, the writer focuses on the effects of IEPC strategy to improve students' reading comprehension at the second year of State Junior High School 14 Dumai, especially in descriptive text.

3. Formulation of the Problem

Based on the limitation of the problems, thus the problems of this research are formulated in the following research questions:

- a. How is students' reading comprehension taught by using IEPC strategy at the second year of state Junior High School 14 Dumai?
- b. How is students' reading comprehension taught by using conventional strategy at the second year of state Junior High School 14 Dumai?
- c. Is there a significant difference between students' reading comprehension taught by using IEPC strategy and those who are taught by using conventional strategy at the second year of state Junior High School 14 Dumai?

D. The Significance and Objective of the Research

1. The Significance of the Research

- a. To give information about English course and the strategy that can be used to improve students' reading comprehension to the students who are studying at State Junior High School 14 Dumai.
- b. To improve the writer's experience and knowledge in the problems that is being discussed.
- c. To provide some information about IEPC strategy as one of the strategies that is applied in reading class by English teacher.

- d. To fulfill one of the requirements for award of undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic of Sultan Syarif Kasim Riau.

2. The Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the second year students' reading comprehension taught by using Imagine, Elaborate, Predict, and Confirm (IEPC) strategy at the second year of state Junior High School 14 Dumai.
- b. To find out the second year students' reading comprehension taught without using Imagine, Elaborate, Predict, and Confirm (IEPC) strategy at the second year of state Junior High School 14 Dumai.
- c. To find out whether there is any significant difference on students' reading comprehension taught by using the IEPC strategy and without using the IEPC strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Besides one of the tools in seeking information, reading also is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes of reading guide the reader's select better texts to read. Besides that a reader should have skills of recognizing words, understanding main idea and the details. Reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose and making judgment in evaluation.¹

Nunan states there are seven main purposes for reading:

- a. To obtain information for some purposes, because they are curious about some topics.
- b. To obtain instructions on how to perform some tasks for their work or daily life.
- c. To act in a play, play a game, do a puzzle.

¹ Grellet, Francois. *Developing Reading Skills*. (New York: Cambridge University, 1986). p. 5

- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspaper, magazines, reports).
- g. For enjoyment or excitement²

Nunan also explains that reading is an essential skill for learners of English as a second language.³ It means from reading the learner can get everything like new information from what they read. Besides, reading is exactly the most important one of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason why students learn the language. Without reading, the learners never know about anything.

Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will get or know what they read and be challenged to response the ideas of the author.

2. The Nature of Reading Comprehension

The goal of reading is comprehension.⁴ Comprehension is the process of making sense of words, sentences and connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore,

² David Nunan, *Second Language Teaching and Learning*. (Boston: Heinle & Heinle Publisher, 1999). p. 251

³ David Nunan, *Practical English Language Teaching, First Edition*. (Singapore: Mc Graw Hill, 2003), p. 69

⁴ *Ibid.*, p. 68

comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. However reading comprehension is the process of simultaneously extracting and constructing the meaning.⁵

Then, according to Brown, Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁶ Kalayo stated Reading comprehension is thus much more than decoding. Reading comprehension results when the reader know which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.⁷ Besides that, Richard explains that reading perceives a written text in order to understand its content. This can be done silently (silent reading). Understanding the results is called reading comprehension.⁸

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special

⁵ Snow E. Cathrine and Sweet, *Rethinking Reading Comprehension*, (New York: The Guilford Press, 2003), p. 129

⁶ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (California: Prentice-Hall, Inc, 1994), p. 291

⁷ Kalayo Hasibuan and M Fauzan Ansyari, *Teaching English: As a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115

⁸ Jack C. Richard, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*, 2th Ed. (Malaysia: longman group, 1992), p. 306

skill and knowledge. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of word and sentences. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

In this research, the writer determines some indicators as follow:

- a. Students are able to identify the various meaning.
- b. Students are able to identify the main idea.
- c. Students are able to identify the communicative purpose.
- d. Students are able to identify generic structure.
- e. Students are able to identify language features.

From the explanation above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose.

3. Descriptive Text

As the writer had limited in the research that she used descriptive text in reading comprehension, the writer will discuss briefly about descriptive text. A descriptive text is a text that describes the features of someone, something, or a certain place.⁹

The characteristics of descriptivet text as follows:

⁹ Sulistiani, *Buku Panduan Pendidik Bahasa Inggris untuk SMP/MTs Kelas VIII*. (Surakarta: Pratama Mitra Aksara, 2006). p. 10

a. Introduction

Introduction is the part of the paragraph that introduce the character.

Example: there is an eagle nesting on the tree top near my granparent's house in pangandaran it was a sea eagle.

b. Description

Description is the part of the paragraph that describes the character.

Example: the color of its feathers is light brown. It has a strong and sharp yellowish beak.

4. The Factors that Influence Students' Reading Comprehension

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

a. The Internal Factor

The internal factor means the factors which come from the reader himself or usually we know as personal factor, because the factor has existed inside the reader. This factor deals with self motivation and interest.

a). Motivation

When we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text

b). Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

b. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a). Reading Material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b). Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

In line with the explanation, of the factors that influence students' reading comprehension, refer to the use of IEPC strategy to build up students' reading comprehension, and also want to see the effect of using Imagine, Elaborate, Predict and Confirm (IEPC) strategy to improve students' reading comprehension.

5. The Nature of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy

a. The Concept of IEPC Strategy

IECP (Imagine, Elaborate, Predict, and Confirm) is strategy which has purpose to aid the students in comprehending reading text. It is a new strategy designed to improve comprehension through pre-reading, reading, and post-reading stages of an instructional lesson. IEPC strategy is a means to activate the students' prior knowledge on a topic elicit their thinking and images, set purpose and predictions and motivate them to want to read the texts.¹⁰ IEPC strategy can motivate the students to read the text completely and help students in improving their comprehension abilities.¹¹ Wood explains IEPC strategy has been sampled in over 30 classrooms ranging from kindergarten to middle and high school levels.¹²

There are four components in this strategy, as follow:

a). Imagination

In this phase, the students have to try creating mental images before reading the text, so that it can guide them to do the next phase. Gamberell and Bales in Wood state that mental imagery plays

¹⁰ Karen D. Wood and Clare Endres. Motivation Student interest with the Imagine, Elaborate, Predict and Confirm (IEPC) strategy. *The Reading Teacher*, Vol. 58, no. 4, December 2004, p. 348

¹¹ Tara Moyer. *What activities can be implemented in the classroom to increase students' motivation to read*. (Retrieved on April 02, 2011). <http://beryl.educ.psu/pds/download/2007inquiryprojects/MoyerTInquiry0607.pdf>

¹² Karen D. Wood and Clare Endres, *Op.Cit*, p.356

an important role in the dynamic, interactive process of reading.¹³ It means that by imagining which incorporates the activation of the five senses: seeing, hearing, smelling, tasting, and physically or emotionally feeling can help the readers in comprehending the text. Besides that, Graves state that to give students practice in creating mental images of story characters, setting, and events as well as practice in sequencing story events, you can have them draw and sequence picture.¹⁴

b). Elaboration

Elaboration here is the practice of forming connections between previously learned information and new content through imagery, visualization, analogies, descriptions, and details. It means that the students use their previous knowledge in making image and adding details about the topic, so that it can develop their understanding about the text. In order to understand and remember what is read, students must be able to relate the new information to previous knowledge and this is obviously a complicated process entailing a number of transformations in the written material to match it with previous knowledge, so it can help the reader to comprehend reading material easier. Then according to Hartman, et al., as cited by K.

¹³ *Ibid.*, p. 347

¹⁴ Michael F. graves, et al, *teaching reading in the 21st century*. (Gould Street: Allyn & Bacon, 2001), p. 315

Wood, the use of elaboration can develop understanding by getting students to extend and modify their verbalizations during a reading.¹⁵

c). Prediction

In this phase, the students have to make their prediction about the text they are going to read based on the title. As we know, predicting involves previewing the text to anticipate what will happen next. The thinking processes involved in predicting assist students in making meaning. Wood and Endres state that Prediction involves getting students to use reader's prior knowledge to anticipate what may occur in a selection or text. These predictions help readers develop a purpose for reading.¹⁶ In short, in order to make predictions about the text, students must have prior knowledge or experiences about the topic as well as a means.

According to Mac Lellan cited by Wood et al., prediction refers to making a guess about what the writer will write next; this guess is based on personal life experiences and text clues. It means that the reader makes prediction based on her or his prior experience to guess what the text is going to be read about by using text clues, such as by previewing the title of the text, the picture, etc. So by prediction the students can improve their understanding of the text. It means that before reading the text it will be better for the reader to predict the text because it can interest her or him to read and know whether her or his prediction is

¹⁵ Karen D. Wood, Aiding Comprehension With the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. *Middle School Journal*, Vol. 33, no. 3, January 2002. p.47

¹⁶ Karen D. Wood and Clare Endres, *Loc.Cit.*

correct or not. Then, she or he will read and try to comprehend the text completely.

d). Confirmation

Confirmation is done after the students make their prediction. In this phase, they have to confirm their previous predictions correct or incorrect. It means that after students making predicting, he or she will confirm whether her or his prediction correct or not. So, it can help them in comprehending the reading text and can improve the reader's comprehension.

b. Procedure of Teaching Apply

According to Wood, in this case, the teacher can apply this strategy by:¹⁷

a). Modeling Phase

In this phase, the teacher demonstrates and explains to the students what IEPC strategy is and how it can help them learn more effectively. In this phase, the teacher explains the purpose of the lesson of what, how, why is an essential part of engaging readers with the text.

b). Select the Material

In this step, the teacher decides upon the most appropriate material. This could be a trade book, short story, newspaper excerpt, etc. It is also essential that the passage has content appropriate for

¹⁷ Karen D. Wood, *Op.Cit.* p. 48.

developing imagery. In this case, the teacher also ensures that the text is appropriate for reading level of the students. In study, the writer selects descriptive text because the text based on KTSP and has been learned by the first semester of the second year students at state Junior High School 14 Dumai.

c). Display the IEPC Form

In this step, the teachers display the blank form of the IEPC strategy on an overhead projector, the blackboard or via a handout. Then, the teacher tell the students that they are going to engage in a strategy designed to encourage them to use their imagination to create pictures of what they see in their mind and this will help aid their comprehension. The blank form of IEPC strategy is as follow:

Table II. 1

The Blank Form of IEPC Strategy

I	E	P	C
Close your eyes and imagine the scene, character, events, what do you see, feel, hear and smell?	Elaborate- tell/describe/give details of what you “see” in your mind.	Use these ideas to make some predictions/guesses about the passages to be read	Read to confirm of change your predictions about the passage

d). Explain the Benefits

In this step, the teacher explains to the students the benefit of making pictures or images before, during and after reading will help them understand and remember what they read. So, it can make them easy in comprehending the text.

e). Explain the Components

In this case, the teacher explains the four phases of IEPC strategy to the students. Then she or he illustrates how the first three parts (Imagine, Elaborate, and Predict) will take place before they read and will be used to guide their reading and the last part, the confirm stage, will take place after reading. All of the component are related to each other, so the students have to understand each phases; I, E, P and C.

In IEPC strategy, students need to follow three following stages, they are:

(a). Pre-Reading Stage

During this stage, the prior knowledge is elicited, background information is developed, purposes for reading are established, and a general interest and enthusiasm for the lesson to follow are established. In this stage, there are three phases, the students use before they are going to the next stage. Three phases are as follows:

1. “I” or Imagine Phase.

The teacher tells the students that before reading a selection, they are going to explore the picture in their minds about the topic. Then, she or he encourages the students to use sensory experiences by imagining feelings, taste, smell, sight, and surroundings. Use question probes to elicit their sensory imaginings such as: what smells/ sounds are around you? How do you feel? What do you see? Then the teacher asks the students write their responses in the “I” column. She or he gives time to the time to the students to write their responses in the “I” column.

2. “E” or Elaborate Phase

In this phase, the teacher gives example to the students how to use their visual images and add details, anecdotes, prior experiences, and sensory information by talking aloud your thinking. Then the teacher asks the students to write their responses in the “E” column. She or he gives time to students to write their responses in the “E” column.

3. “P” or Prediction Phase

In this phase, the teacher encourages the students to make prediction based upon visual images and their background knowledge. Having the students look at the title, some of the pictures or headings in the selection or introduce some key characters to direct the predictions to the information in the text. Then the teachers ask the students to write their response in the

“P” column. The teacher gives time to students to write their responses in the “P” column.

(b). Reading Stage

In this stage, the teacher guides students through the reading or having them read the selection on their own. The students may be asked to read in pairs and retell segments to partners or group members, and read silently and engage in whole class discussion. While reading, tell the students to write down or make a mental note of key information to match or refute the original predictions. They may even be asked to write down the page number on which the supporting information is located. After reading stage is finished, the students continue to the post-reading stage.

(c). Post-Reading Stage

This is the stage of a lesson, after the reading is completed, when the information is discussed and synthesized and when the new knowledge is integrated with the preexisting knowledge. It is the time when purposes for the reading and predictions are reexamined and analyzed. In this stage, there is the last phase or “C” or confirmation phase.

4. “C” the Confirmation Phase

In this phase, the teacher asks the students to return to the transparency or board and modify the original predictions to coordinate with the newly learned information. To further

enhance understanding, model for the students how to go back to the key parts of the text to confirm or refute the predictions. Then, the teacher gives time to the students to write their responses in the “C” column.

Ideas expressed above, indicate that IEPC strategy make the students more active and helps them to improve their reading ability especially in comprehending reading text. According to Wood, IEPC strategy can be used to improve students’ reading comprehension simultaneously in classroom.¹⁸

6. The Difference of IEPC Strategy from Common Strategy

Each strategy has its own way to apply in the classroom. The teacher at SMPN 14 Dumai is using common strategy. The steps are: First, the teacher explains about the topic. Then, teacher asks students about the topic related to their opinion. Then, teacher asks students to read the text. Next, teacher asks students to translation the reading text. Finally, after the students have finished translate, the teacher asks students to answer the question in the text book.

In IEPC strategy, the writer can apply first, model the IEPC strategy, explain to students what it is and how it can help them learn more effectively. Then, writer explains the purpose of the lesson; what, how, and why it means to engage readers with the text. Next, writer can select material from trade books, newspaper articles, content area text, etc. And then, writer displays

¹⁸ Karen D. Wood and Clare Endres, *Op.Cit.* p. 346

IEPC from either on the board or paper. Explain the benefits of IEPC strategy because it will help them remember what they have read. Explain the components using appropriate language for each of the students' learning levels. Finally, explain that the first three parts; Imagine, Elaborate, and predict will come before reading and confirm comes after reading.¹⁹

From the explanation, it is clear that IEPC strategy is different from common strategy. By using IEPC to teach students in reading activity can increase their comprehension and make them joyful in the classroom. Besides that IEPC strategy would be effective because it allows the students to take their mental images that are sparked from only a vague description or title and create it on paper. It also allows them the freedom to see each other's work and express the details that they created. Then, it allows the students to get a bigger better idea along with becoming more knowledgeable about the topic to create a successful piece of art.

B. Relevant Research

It is necessary to observe some previous researches conducted by other researchers in which they are relevant to our research.²⁰ Besides, we have to analyze what point that was focused on, the informed designs, finding and conclusion of the previous research:

1. This is a research done by Misi Erlina entitled "Teaching Reading Comprehension through Imagine, Elaborate, Predict and Confirm (IEPC)

¹⁹ Karen D. Wood, Aiding Comprehension With the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. *Middle School Journal*, Vol. 33, no. 3, January 2002. p. 48

²⁰ M. Syafi'i, S, *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 172

Strategy to the eleventh grade Students of SMPN 5 Lubuklinggau. The findings of the research indicated that by using IEPC strategy in teaching reading has made the students success in reading comprehension. The result of the research in which mean score of pre test was 53.25 and post test was 69.5. The last result indicated that the students had a significant through teaching reading comprehension at the school.²¹

2. Agvemi zulhadi alga. "The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension at the first year students of SMAN 1 cirent. He wanted to find the significant Effect between Directed Reading Thinking Activity (DRTA) strategies with reading comprehension."²²

C. Operational Concept

The operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; the effect of using IEPC strategy as independent variable (X) and studens' reading comprehension as dependent variable (Y). To measure each variable the writer will identify them in some indicators as follows:

1. IEPC Strategy as Variable (X)

²¹ Misi Erlina, *Teaching Reading Comprehension Through Imagine, Elaborate, Predict and Confirm (IEPC) Strategy to the Eleventh Grade Students of SMPN 5 Lubuklinggau*. (STKIP PGRI Lubuklinggau, 2011)

²² Agvemi zulhadi alga, *The Effect of Direct Reading Thinking Activity (DRTA) Strategy Toward Reading Comprehension on The First Year Students of SMAN 1 Cirenta*, (UIN SUSQA, 2009)

- a. The teacher introduces and explains to the students the procedures of IEPC strategy.
- b. Teacher hands out the IEPC blank form to the students.
- c. The teacher gives the title of reading text to be discussed to the students.
- d. The teacher asks the students to imagine about the topic by using their sensory experience. Then ask the students to write their responses in the “I” column.
- e. The teacher asks the students to elaborate the topic by using their visual images and add details, prior knowledge, and descriptions or put their thinking about the topic into complete sentence. Then ask the students to write their responses in the “E” column.
- f. The teacher asks the students to make their predictions about the topic given by using their prior visual images. Then she asks the students to write their responses in the “P” column.
- g. The teacher hands out the material/reading text to the students. Then the teacher asks the students to read the text silently.
- h. The teacher asks the students to discuss with their partners.
- i. The teacher asks the students return to the IEPC form and modify their original predictions, coordinate with the new information. Then the teacher asks them to write their responses in the “C” column.
- j. The teacher asks the students to do the comprehension the text reading.

2. Reading Comprehension as Variable (Y)

- a. Students are able to identify various meaning based on the context of descriptive text.
- b. Students are able to find main idea.
- c. Students are able to identify the communicative purpose of the descriptive text.
- d. Students are able to identify generic structure of descriptive text.
- e. Students are able to identify language features of descriptive text.

D. Assumption and Hypothesis

1. The Assumption

In this study, the writer assumes that the students who are taught by using IEPC strategy will have better reading comprehension achievement. Furthermore, the better implementations of IEPC strategy in reading subject will be better for students' reading comprehension.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

H_a: There is a significant difference between students' reading comprehension taught by using IEPC strategy and students' reading comprehension taught by using conventional strategy.

H_o: There is no significant difference between students' reading comprehension taught by using IEPC strategy and students' reading comprehension taught by using conventional strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of the Research

This study is a kind of experimental research. The design of this research is quasi experiment design. The purpose of quasi-experimental research is to get information through some assumption from the true experiment which is impossible to control or manipulate the entire relevant variables. The type will used is nonequivalent group pretest-posttest control group design.¹ It is aimed to search whether there is an effect or not of treatment which has been done to the experimental subject without random assignment.²

In this research, the writer used two groups or two classes as the sample, namely: experimental group and control group. Those classes are not chosen randomly. For experimental group, the students were treated with particular teaching on what problems of research the writer had. Meanwhile, control group was only given a pre-test and pos-test without particular treatment as given to the experiment group. Both experimental and control group were treated in the same test.

¹ James H. McMillan, *Research in Education*, sixth edition, (New york: Pearson Education, Inc, 2006), p. 274

² Jhon W. Cresswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Person Education, 2008), p. 314

Table III. 1**Research Design**

Class	Pre-test	Treatment	Post-test
Experimental group	O ₁	X	O ₂
Control group	O ₁	-	O ₂

Where:

O₁ : Pre-test for experimental group and control group

X : Receiving particular treatment

O₂ : Post-test for experimental group and control group

Table III. 2**The Variable of the Research**

Variable X	Variable Y
Imagine, elaborate, predict, and confirm (IEPC)	Students' reading comprehension

Before doing the treatment, the writer gave pre-test to all of the samples. Pre-test was given in order to find out the students' reading comprehension before implementing Imagine, Elaborate, Predict, and Confirm (IEPC) strategy. Then, the teacher taught reading materials by using Imagine, Elaborate, Predict, and Confirm (IEPC) strategy for experimental group and using teacher's strategy as for control group. After eight meetings, both of groups were give test again (post

test) to find out the effect of implementation of Imagine, Elaborate, Predict, and Confirm (IEPC) to improve the students' reading comprehension.

Based on the explanation above, procedure of this research is divide into two way, they are:

1. Procedures of collecting data for experimental group

- a. Pre-test

The pre-test was carrying out to determine the students' reading comprehension with their score.

- b. Treatment

The treatment was conducting for experimental group. This used Imagine, Elaborate, Predict, and Confirm (IEPC) strategy that applied for about eight meetings.

- c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test. As explanation by Roestiyah "if pre-test administered before the student follows the instruction, then the post test given after the student teaching program. Tests are given in the post-test is identical to that given in the pre-test, it means test material used was the test material as well".³

2. Procedures of collecting data for control group

- a. Pre-test

³ Roestiyah, *Strategi Belajar Mengajar*. (Jakarta : Rineka Cipta, 2008), p.118

The control group was given pre-test to know their reading comprehension. The test was the same as for experimental group.

b. Conventional Strategy

When the experimental group was treated by using IEPC strategy, the control group was taught by using conventional strategy as usual. This was to compare the students' reading comprehension between experimental group and control group. The strategy can be seen in chapter 2

c. Post-test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

B. The Location and Time of the Research

This research was conducted from October to November 2011. It was conducted to the second year student of state Junior High School 14 Dumai.

C. The Subject and Object of the Research

The subject of this research was the second year of students of state Junior High School 14 Dumai, while the object of this research was the use of Imagine, Elaborate, Predict, and Confirm (IEPC) strategy to improve students' reading comprehension.

D. The Population and Sampling

The total of population of this research was all the second year students of SMP N 14 Dumai. They were divided into 6 classes of VIII 1 (32 students), 2 (32 students), 3 (38 students), 4 (36 students), 5 (36 students), 6 (34 students). Based on the data above, all of the populations were 208 students. In this research, the

writer used quasi-experimental research; the writer took two classes only. They were VIII 1 class that consisted of 32 students as experimental group, and VIII 2 class that consisted of 32 students as control group, so the total of sample was 64 students.

The population of this research was homogenous where the students were taught by the same teacher, same material books, in the same class, so the writer used cluster sampling to take the sample.

Table III. 3

Total of Population at the Second Year

Students of SMPN 14 Dumai

No	Classes	Number of the Students
1	VIII¹	32
2	VIII²	32
3	VIII³	38
4	VIII⁴	36
5	VIII⁵	36
6	VIII⁶	34
Total of Population		208

Table III. 4
Total of Sample at the Second Year
Students of SMPN 14 Dumai

No	Classes	Total
1	VIII ¹	32
2	VIII ²	32
Total of Sample		64

E. The Technique of Collecting Data

To obtain needed data in this research, the writer used the techniques of collecting data as follows:

1. Test

The test was distributed to measure the student's reading comprehension. The test was divided into two tests; pre-test was given before the treatment, and post-test was given after doing the treatment. The type of the test was multiple choice tests which consisted of 25 items. Every multiple choice item consisted of four answer options (a, b, c, and d).

Then, the score of test and reading comprehension of recount test can be classified in this table below: ⁴

⁴Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT. Renika Cipta, 2009), p. 245

Table III. 5**The Classification of Students' Score**

The Score Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. The Validity and Reliability of the Test**1. Validity**

Every test, whether it is a short, informal class room test, or a public examination should be as a valid as the test constructor can make it. The test must aim at providing a true measure of the participation skill in which it is intended to measure. Before the items were used to get the data, all of them were tried out first. Try out was intended to know value of the test. The value itself was used to find out the level of difficulties. The standard of value was used. Heaton states that validity of a test extended to which it measures what it is supported to measure and nothing else.⁵

The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

⁵ J.B. Heaton, *Writing English Language Test*. (New York: Cambridge University, 1988), p. 159

$$P = \frac{B}{JS}$$

Where:

P = Difficulty level

B = the number of correct answer

JS = the number of student

For example, if the number 1 was correct answered by 8 students of 20 students, the difficulty could be calculated as follows:

$$\begin{aligned} P &= \frac{B}{JS} \\ &= \frac{8}{20} \\ &= 0.4 \end{aligned}$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”.

The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. The data obtained by using posttest the Experimental Group was evaluated by consorting 5 components:

- a. Finding the main idea
- b. Identifying the generic structure of the text
- c. Identifying the communicative goal
- d. Identifying the various meaning of the text
- e. Identifying the language feature of the text

Table III. 6

The students are able to finding main idea

Variable	Finding main idea					N
Item no	1	6	11	18	21	20
Correct	8	11	12	10	13	
P	0.4	0.55	0.6	0.5	0.65	
Q	0.6	0.45	0.4	0.5	0.35	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table above shows the portion of correct answers for item number 1 that shows the proportion of correct 0.4, item number 6 shows the proportion of correct 0.55, item number 11 shows the proportion of correct 0.6, item number 18 shows the proportion of correct 0.5 and item number 21 the proportion of correct is 0.65. Based on the standard level of difficulty “P” <0.30 and >0.70, it is pointed out that difficulties in average of each items number for finding main idea are accepted.

Table III. 7**The students are able to identifying the language feature**

Variable	Identify the language feature					N
Item no	2	10	12	19	25	20
Correct	12	9	12	10	9	
P	0.6	0.45	0.6	0.5	0.45	
Q	0.4	0.55	0.4	0.5	0.55	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table above shows the portion of correct answers for item number 2 that shows the proportion of correct 0.6, item number 7 shows the proportion of correct 0.45, item number 12 shows the proportion of correct 0.6, item number 16 shows the proportion of correct 0.5 and item number 22 the proportion of correct is 0.45. Based on the standard level of difficulty “P” <0.30 and >0.70, it is pointed out that difficulties in average of each items number for identify language feature are accepted.

Table III. 8**The students are able to identifying the communicative purpose**

Variable	Identify the communicative purpose					N
Item no	3	9	15	20	24	20
Correct	10	12	11	13	12	
P	0.5	0.6	0.55	0.65	0.6	
Q	0.5	0.4	0.45	0.35	0.4	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table above shows the portion of correct answers for item number 3 that shows the proportion of correct 0.5, item number 9 shows the proportion of correct 0.6, item number 14 shows the proportion of correct 0.55, item number 19 shows the proportion of correct 0.65 and item number 24 the proportion of correct is 0.6. Based on the standard level of difficulty “P” <0.30 and >0.70, it is pointed out that difficulties in average of each items number for identify the communicative purpose are accepted.

Table III. 9

The students are able to identifying various meaning

Variable	Identify various meaning					N
Item no	4	7	13	17	23	20
Correct	12	10	11	11	13	
P	0.6	0.5	0.55	0.55	0.65	
Q	0.4	0.5	0.45	0.45	0.35	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table above shows the portion of correct answers for item number 4 that shows the proportion of correct 0.6, item number 8 shows the proportion of correct 0.5, item number 15 shows the proportion of correct 0.55, item number 17 shows the proportion of correct 0.55 and item number 23 the proportion of correct is 0.65. Based on the standard level of difficulty “P” <0.30 and >0.70, it is pointed out that difficulties in average of each items number for identify various meaning are accepted.

Table III. 10**The students are able to identifying generic structure**

Variable	Identify generic structure					N
Item no	5	8	16	14	22	20
Correct	10	9	13	12	12	
P	0.5	0.45	0.65	0.6	0.6	
Q	0.5	0.55	0.35	0.4	0.4	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table above shows the portion of correct answers for item number 5 that shows the proportion of correct 0.5, item number 10 shows the proportion of correct 0.45, item number 13 shows the proportion of correct 0.65, item number 20 shows the proportion of correct 0.6 and item number 25 the proportion of correct is 0.6. Based on the standard level of difficulty “P” <0.30 and >0.70, it is pointed out that difficulty in average of each items number for identify generic structure accepted. The standard level of validity used is:

- a). If the standard level is 1.00 – 0.30 its is difficult
- b). If the standard level is 0.30 – 0.70 its is accepted
- c). If the standard level is 0.70 – 1.00 its is easy⁶

Based on the standard level of validity above, the writer concludes that, it is pointed out that validity in average of each items number for finding main idea, identifying the language feature, identifying the communicative purpose,

⁶ Hartono, *Analisis Item Instrumen*, (Pekanbaru: Zanafa Publising, 2010), p. 39

identifying the various meaning, identifying the generic structure at the texts are accepted because the location is between of 0.30 – 0.70.

Table III. 11

The data of students' tryout

NO	STUDENT'S NAME	STUDENT'S ANSWER	SCORE	ACCEPTED
1	Student 1	13	52	
2	Student 2	13	52	
3	Student 3	16	64	
4	Student 4	16	64	
5	Student 5	12	48	
6	Student 6	14	56	
7	Student 7	11	44	
8	Student 8	13	52	
9	Student 9	12	48	
10	Student 10	17	68	
11	Student 11	15	60	
12	Student 12	15	60	
13	Student 13	11	44	
14	Student 14	12	48	
15	Student 15	15	60	
16	Student 16	14	56	
17	Student 17	17	68	
18	Student 18	15	60	
19	Student 19	15	60	
20	Student 20	12	48	

Based on the data of students tryout, there is no rejected because the students score is higher than 0.30 and smaller than 0.70 (<0.30 and >0.70), then the minimal score of the students' answer is 44 and the maximum score of the students answer is 68, therefore the students tryout is accepted.

2. Reliability

Sugiono states that reliable instrument shall mean instruments when used several times to measure the same object, in a different time would produce the same data. Heaton explains that reliability is the accuracy of the result obtained by

the instrument or measurement.⁷ To obtain the reliability of the test given, the researcher used the formula as follows⁸:

$$\text{KR 20: } r_i = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum P_i q_i}{St^2} \right\}$$

Where:

K = number of items in the instrument

P_i = proportion of subjects who answered the item correctly

q_i = proportion of subjects who answered the item with the wrong (1 - P_i)

p_i q_i = the multiplication result between p and q

S_t² = total variance

We must first calculate the total variance before:

$$St^2 = \frac{X^2}{n}$$

N = Number of respondents

$$X^2 = \sum Xt^2 - \frac{(\sum Xt)^2}{n}$$

$$X^2 = 3903 - \frac{(277)^2}{20}$$

$$X^2 = 3903 - \frac{76729}{20}$$

$$X^2 = 3903 - 3836.45$$

$$X^2 = 66.55$$

⁷ J.B. Heaton. *Op. Cit.*, p. 162

⁸ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2007), p.359

$$St^2 = \frac{X^2}{n} = \frac{66.55}{20} = 3.3275$$

$$ri = \frac{25}{25 - 1} \left\{ \frac{3.3275 - 6.08}{3.3275} \right\}$$

$$ri = 1.0416 \left\{ \frac{-2.7525}{3.3275} \right\}$$

$$ri = 1.0416 \times -0.8272$$

$$ri = -0.8615$$

(See appendix 1)

G. The Technique of Data Analysis

In this research, the data were analyzed by using statistical method. The writer used students' post-test scores of the experimental and the control group as the data of the research. The writer analyzed the data by using t-test⁹, to know whether or not the result of the research is statistically significant. The data were analyzed by using SPSS 16 as follow:

1. Open the students test file.
2. From the menu of SPSS, click Analyze and then click sub menu Descriptive *Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it is consisted of four analysis group:

⁹ Hartono, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2010), p. 208.

- a. *Percentile Values*, click *Quartiles and Percentiles (s)*.
- b. *Central Tendency*, click Mean, Mode, and Sum.
- c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
- d. *Distribution*, click Skewness and Kurtosis, and then click continue..

The following steps are how to get the result data based on SPSS 16.0 for windows-statistical software:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Independent Sample T- Test*
3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

After computing t-test, it is necessary to obtain the degree of freedom used to determine whether the t-score is significant or not. The t-obtained value is consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows:¹⁰

$$df = (N_x + N_y) - 2$$

Where:

df : the degree of freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

¹⁰ *Ibid.*, p. 212.

CHAPTER IV

PRESENTATION AND ANALYSIS

A. The Data Presentation

This research is to find out the effect of using IEPC strategy to improve students' reading comprehension at SMPN 14 Dumai. The data of this research were the score of the students' pre-test and post-test.

1. The Data Presentation of Students' Reading Comprehension (Variable Y)
 - a. Students' Reading Comprehension Taught by Using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy.

The data of students' reading comprehension taught by using IEPC strategy were gotten from pre-test and post-test of VIII 1 as an experimental class taken from the sample of this class (32 students). The data can be seen from the table below:

Table IV. 1
The Score of the Students' Reading Comprehension Taught by Using
IEPC Strategy

Student	Experiment Class		Gain
	Pre-test	Post-test	
1.	40	68	28
2.	60	60	0
3.	44	72	28
4.	56	80	24
5.	60	60	0
6.	60	65	5
7.	64	68	4
8.	64	68	4
9.	64	68	4
10.	52	72	20
11.	48	72	24
12.	60	72	12
13.	68	72	4
14.	72	76	4
15.	52	72	20
16.	60	68	8
17.	60	88	28
18.	48	56	8
19.	48	60	12
20.	52	72	20
21.	60	68	8
22.	56	60	4
23.	56	56	0
24.	72	88	16
25.	60	72	12
26.	60	64	4
27.	48	56	8
28.	52	60	8
29.	52	60	8
30.	64	68	4
31.	52	64	12
32.	48	64	16
Total	1812	2169	357

From the table IV.1, the writer found that the total score of pre test in experimental group was 1812 while the highest was 72 and the lowest was 40, and

the total score of post- test in experimental group was 2169, while the highest was 88 and the lowest was 56. It means that the students have significant increasing of their reading comprehension, it proved by the total score and the score of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.2
The Frequency Score of Pre Test and Post Test of Experimental Group

Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
40	1	56	3
44	1	60	6
48	5	64	3
52	6	65	1
56	3	68	7
60	9	72	8
64	4	76	1
68	1	80	1
72	2	88	2
Total	N=32	Total	N=32

Besides, the mean and standard deviation were also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.3
The Mean and Standard Deviation of Pre Test and Post Test of Experimental Group

	Mean	Std. Dev
Pre-Test	56.62	7.745
Post-Test	67.78	8.047

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtain are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of VIII 2 as control class taken from the sample of this class (32 students). The data can be seen from the table below:

Table IV.4
The Score of the Students' Reading Comprehension Taught by Using
Conventional Strategy

Student	Control Class		Gain
	Pre-test	Post-test	
1.	68	80	12
2.	52	52	0
3.	68	76	8
4.	48	52	4
5.	60	68	8
6.	52	60	8
7.	60	64	4
8.	48	60	12
9.	44	52	8
10.	56	60	4
11.	48	56	8
12.	60	68	8
13.	64	72	8
14.	48	48	0
15.	48	52	4
16.	52	52	0
17.	40	48	8
18.	56	56	0
19.	44	48	4
20.	56	60	4
21.	56	64	8
22.	60	60	0
23.	52	56	4
24.	60	68	8
25.	40	48	8
26.	40	44	4
27.	44	52	8
28.	68	72	4
29.	48	52	4
30.	44	52	8
31.	76	80	4
32.	44	48	4
Total	1704	1880	176

From the table IV.4, The writer found that the total score of pre test in control group was 1704, while the highest was 76 and the lowest was 40, and the

total score of post-test in control group was 1880 while the highest was 80 and the lowest was 44.

It means that the students have little increasing of their reading comprehension, and it is not as experimental class. Besides, the mean of pre test and post test of control group and experimental group also have a big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table IV.5

The Frequency Score of Pre Test and Post Test of Control Group

Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
40	3	44	1
44	5	48	5
48	6	52	8
52	4	56	3
56	4	60	5
60	5	64	2
64	1	68	3
68	3	72	2
76	1	76	1
-		80	2
Total	N=32	Total	N=32

Table IV.6

The Mean and Standard Deviation of Pre Test and Post Test of Control Group

	Mean	Std. Dev
Pre-Test	53.25	9.281
Post-Test	58.75	9.926

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

2. The Data Presentation of the Effect of Using IEPC Strategy to improve Students' Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV. 7
Recapitulation of Students' Score

Students	Experiment Class		Gain	Control Class		Gain
	Pre	Post		Pre	Post	
1.	40	68	28	68	80	12
2.	60	60	0	52	52	0
3.	44	72	28	68	76	8
4.	56	80	24	48	52	4
5.	60	60	0	60	68	8
6.	60	65	5	52	60	8
7.	64	68	4	60	64	4
8.	64	68	4	48	60	12
9.	64	68	4	44	52	8
10.	52	72	20	56	60	4
11.	48	72	24	48	56	8
12.	60	72	12	60	68	8
13.	68	72	4	64	72	8
14.	72	76	4	48	48	0
15.	52	72	20	48	52	4
16.	60	68	8	52	52	0
17.	60	88	28	40	48	8
18.	48	56	8	56	56	0
19.	48	60	12	44	48	4
20.	52	72	20	56	60	4
21.	60	68	8	56	64	8
22.	56	60	4	60	60	0
23.	56	56	0	52	56	4
24.	72	88	16	60	68	8
25.	60	72	12	40	48	8
26.	60	64	4	40	44	4
27.	48	56	8	44	52	8
28.	52	60	8	68	72	4
29.	52	60	8	48	52	4
30.	64	68	4	44	52	8
31.	52	64	12	76	80	4
32.	48	64	16	44	48	4
Total	1812	2169	357	1704	1880	176
Mean	56.625	67.781		53.25	58.75	

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-

test in control class. It is also can be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

B. The Data Analysis

1. The Data Analysis of Students' Reading Comprehension (Variable Y)

a. Students' Reading Comprehension Taught by Using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy

The following table is the description of the data of students' pre-test and posttest scores of Experimental class. It was obtained from the result of their reading comprehension. The data can be described as follows:

Table IV. 8

Students' Pre-Test and Post-Test Scores of Experimental Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
40	1	No Pass	56	3	No Pass
44	1	No Pass	60	6	Pass
48	5	No Pass	64	3	Pass
52	6	No Pass	65	1	Pass
56	3	No Pass	68	7	Pass
60	9	Pass	72	8	Pass
64	4	Pass	76	1	Pass
68	1	Pass	80	1	Pass
72	2	Pass	88	2	Pass
Total	N=32		Total	N=32	

Based on the data obtained in the pre-test of experimental class there were 16 students did not pass the graduated standard (SKL) or the score obtained < 60 ,

while there were 16 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{16}{32} \times 100\%$$

$$= 50\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{16}{32} \times 100\%$$

$$= 50\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 1812 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

Table IV. 9
Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	56.62
Standard Deviation	7.745

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal

In the post-test of experimental class there were 3 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 29 who students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{3}{32} \times 100\%$$

$$= 9.375\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{29}{32} \times 100 \%$$

$$= 90.625\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 2169, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

Table IV. 10
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	67.78
Standard Deviation	8.047

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The following table is the description of the data of students' pre-test and posttest scores of Control class. It was obtained from the result of their Reading comprehension. The data can be described as follows:

Table IV. 11
Students' Pre-Test and Post-Test Scores of Control Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
40	3	No Pass	44	1	No Pass
44	5	No Pass	48	5	No Pass
48	6	No Pass	52	8	No Pass
52	4	No Pass	56	3	No Pass
56	4	No Pass	60	5	Pass
60	5	Pass	64	2	Pass
64	1	Pass	68	3	Pass
68	3	Pass	72	2	Pass
76	1	Pass	76	1	Pass
-			80	2	Pass
Total	N=32		Total	N=32	

Based on the data obtained in the pre-test of control class, there were 22 students did not pass the graduated standard (SKL) or the score obtained < 60 while there were 10 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{22}{32} \times 100\%$$

$$= 68.75\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{10}{32} \times 100 \%$$

$$= 31.25\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 1704, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

Table IV. 12
Mean and Standard Deviation of Students' Pre-Control Scores

Mean	53.25
Standard Deviation	9.281

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal

In the post-test of control class, there were 17 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 15 students who passed the graduated standard (SKL), or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{17}{32} \times 100\%$$

$$= 53.125\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{15}{32} \times 100\%$$

$$= 46.875\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 1880, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

TABLE IV. 13
Mean and Standard Deviation of Students' Post-Control Scores

Mean	58.75
Standard Deviation	9.926

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal

**c. The Students' Classifications Score of the Students Taught By
Using IEPC Strategy and Conventional Strategy**

To know how the students' reading comprehension taught by using IEPC strategy and taught by using conventional strategy are, the writer only took the post-test score of each class because the post-test was given after treatment.

Table 1V. 14
Mean and Median of Post-Test in Experimental Class and Control Class

	Mean	Median
Experimental Class (Post-Test)	67.78	68.00
Control Class (Post-Test)	58.75	52.00

From the table above seen that the mean of post-experiment is (67.78) and the mean of post-control is (58.75). To make it clear the following table will describe the students' classification score whether taught by using IEPC strategy or conventional strategy. It will describe the students' reading comprehension.

Table IV.15
The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Based on the table above, the mean of post-experiment is (67.78). It means that the students' reading comprehension taught by using IEPC strategy is categorized into good level. While for the mean of post-control is (58.75). It means that the students' reading comprehension taught by using conventional strategy is categorized into enough level.

2. Data Analysis of the Effect of Using IEPC Strategy to improve Students' Reading Comprehension

Table IV.16
Students' Reading Comprehension Score

Students	Experiment Class		Gain	Control Class		Gain
	Pre	Post		Pre	Post	
1.	40	68	28	68	80	12
2.	60	60	0	52	52	0
3.	44	72	28	68	76	8
4.	56	80	24	48	52	4
5.	60	60	0	60	68	8
6.	60	65	5	52	60	8
7.	64	68	4	60	64	4
8.	64	68	4	48	60	12
9.	64	68	4	44	52	8
10.	52	72	20	56	60	4
11.	48	72	24	48	56	8
12.	60	72	12	60	68	8
13.	68	72	4	64	72	8
14.	72	76	4	48	48	0
15.	52	72	20	48	52	4
16.	60	68	8	52	52	0
17.	60	88	28	40	48	8
18.	48	56	8	56	56	0
19.	48	60	12	44	48	4
20.	52	72	20	56	60	4
21.	60	68	8	56	64	8
22.	56	60	4	60	60	0
23.	56	56	0	52	56	4
24.	72	88	16	60	68	8
25.	60	72	12	40	48	8
26.	60	64	4	40	44	4
27.	48	56	8	44	52	8
28.	52	60	8	68	72	4
29.	52	60	8	48	52	4
30.	64	68	4	44	52	8
31.	52	64	12	76	80	4
32.	48	64	16	44	48	4
Total	1812	2169	357	1704	1880	176
Mean	56.625	67.781		53.25	58.75	

The data were obtained through the gain of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 16.

Table IV.17

Group Statistics				
Postexperiment	N	Mean	Std. Deviation	Std. Error Mean
Postcontrol 1	32	67.78	8.047	1.423
2	32	58.75	9.926	1.755

Table IV.18

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post control	Equal variances assumed	2.622	.110	3.998	62	.000	9.031	2.259	4.516	13.547
	Equal variances not assumed			3.998	59.458	.000	9.031	2.259	4.512	13.550

From the table above, it can be seen that t_o is 3.998 and df is 62. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.00 and at level 1%, t table is 2.65. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other words, we can read $2.00 < 3.998 > 2.65$. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is a significant effect of using IEPC strategy to improve students' reading comprehension at the second year of SMPN Dumai.

The experiment showed that the mean scores of both group were different. The mean score of result posttest in experimental group was 67.78 and control group was 58.75. It can be stated that using IEPC strategy had effect positively to improve students' reading comprehension. It is proved by the different score in experimental group and control group was 9.03. So, using IEPC strategy could improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using Imagine, Elaborate, Predict and Confirm (IEPC) strategy to improve students' reading comprehension at the second year of state Junior High School 14 Dumai comes to the conclusion as follows:

1. The first is to find out students' reading comprehension taught by using IEPC strategy. After conducting the research, the students' reading comprehension who are taught by using IEPC strategy at the second year students of SMPN 14 Dumai is categorized as good (67.78).
2. The second is to find out to students' reading comprehension taught by using conventional strategy. The students' reading comprehension taught by using conventional strategy at SMPN 14 Dumai is categorized as enough level (58.75).
3. The last question is to investigate significant effect of using IEPC strategy to improve students' reading comprehension. Based on the analysis of T-test formula. It can be seen t_o is 3.998, it shows that there is a significant difference between students' reading comprehension taught by using IEPC strategy and students' reading comprehension taught by using conventional strategy. This is proven by the finding t-test (3.998) which is greater than t-table at 5% degree of significance (2.00), while in the level significance 1% is

(2.65). So, the writer found that $2.00 < 3.998 > 2.65$. So, it can be analyzed that t_o is higher than t-table in either 5% or 1%. It can be said that H_o is rejected and H_a is accepted. It shows that using IEPC (Imagine, Elaborate, Predict, and Confirm) strategy has positive effect to improve students' reading comprehension.

B. Suggestion

Considering the effect of using IEPC strategy to improve students' reading comprehension, the writer would like to give some suggestion as follows:

1. Suggestion for the teacher:
 - a. It is recommended to the teachers to use IEPC strategy in teaching and learning process.
 - b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
 - c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.
 - d. The teacher should be creative to improve the students' comprehension in reading text by using some new strategies.
2. Suggestion for the students:
 - a. The students should try to understand by using IEPC strategy in reading text.

- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend the text more and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic as this study.

BIBLIOGRAPHY

- Brown, H. Douglas. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. California: Prentice Hall Regents Englewood Cliffs, 1994.
- Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 3rd Ed. New Jersey: Pearson Education, inc. 2008.
- Grellet, Francois. *Developing Reading Skills*. New York: Cambridge University, 1986.
- Graves, Michael F, et al. *Teaching Reading In The 21th Century*. 2nd Ed. Gould Street: Allyn & Bacon, 2001.
- Hartono. *Statistik untuk Penelitian*. Pekanbaru: Pustaka Pelajar, 2008.
- . *Analisis Item Instrument*. Pekanbaru: Zanaf Publishing, 2010.
- Heaton, JB. *Writing English Language Test*. New York: Cambrigde University, 1988.
- Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press, 2005.
- Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha Unri Press, 2007.
- Mcentire, Jo. *Reading a Head 2 : Reading and Life Skills Development*. New York: Longman, 2004.
- Mcmillan, James H and Sally Schumacher. *Research in Education: Evidence - Based Inquiry*. 6th Ed. New York: Pearson Education, Inc, 2006.
- Moyer, Tara. "What activities can be implemented in the classroom to increase students' motivation to read." (Retrieved on April 02, 2011).
[http://beryl.educ.psu/pds/download/2007 inquiryprojects/MoyerTInquiry0607.pdf](http://beryl.educ.psu/pds/download/2007%20inquiryprojects/MoyerTInquiry0607.pdf)
- M. Syafi'i S. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. Pekanbaru: Lembaga Bimbingan Syaf Intensive (LBSI), 2007.
- Nunan, David. *Practical English Language Teaching*. 1th Ed. Singapore: Mcgrawhill, 2003.

- _____. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher, 1999.
- Richard, Jack C, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. 2nd Ed. Malaysia: Longman, 1992.
- Snow E. Cathrine and Sweet. *Rethinking Reading Comprehension*. New York: The Guilford Press, 2003.
- Sugiono. *Statistik untuk Penelitian*. Bandung: Alfabeta, 2007.
- Suharsimi Arikunto. *Dasar - dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009.
- Sulistiani. *Buku Panduan Pendidik Bahasa Inggris untuk SMP/MTs Kelas VIII*. Surakarta: Pratama Mitra Aksara, 2006.
- Wood, Karen D. Aiding Comprehension with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy, "*Middle School Journal*" Vol. 33, no. 3, January 2002.
- Wood, Karen D and Clare Endres. Motivating Students Interest with the Imagine, Elaborate, Predict, And Confirm (IEPC) Strategy. "*The Reading Teacher*" Vol. 58, no. 4, December 2004.